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THE UNIVERSITY OF THE STATE OF NEW YORK
BULLETIN TO THE SCHOOLS

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Arbor Day Proclamation

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
OFFICE OF THE PRESIDENT OF THE UNIVERSITY
AND COMMISSIONER OF EDUCATION
ALBANY

March 1, 1935

The Commissioner of Education is charged by law with the responsibility of fixing the time for the annual observance of Arbor Day. This I do gladly each year, and each springtime the schools of the State observe this annual festival by planting trees and shrubs, beautifying school grounds and conducting programs to inculcate a love of all living things.

This year our observance has an added significance. Under the dynamic leadership of the Conservation Department our State is commemorating in 1935 the fiftieth anniversary of the start of the conservation movement in New York. The celebration will mark the progress that has been made since the enactment in 1885 of the law creating the State Forest Commission, the first comprehensive forest administration law in America. It will also focus public attention upon the value of trees and upon the benefits to be gained from continuing the State's program of protecting and enlarging its forests.

We shall be happy to have a part in this celebration. The protection and perpetuation of our forests are vital to our continued welfare and strength as a State and to our health, comfort and prosperity as individuals. By planting trees and by caring for them we shall learn the value of conservation and appreciate the gifts Nature has lavished upon us.

Therefore, April 26th, May 3d and May 10th are herewith designated as Arbor Day, and with local school authorities is placed the responsibility of determining which of the dates shall be observed in their communities and of conducting such programs as will fittingly mark this significant observance of the anniversary of the inauguration of the conservation movement.

Commissioner of Education

New York City Adopts Suggestions of Commissioner

Four major changes in the administrative-supervisory organization of the New York City schools have been made in carrying out the recommendations of Commissioner of Education Frank P. Graves made in the recent survey of the schools.

The first act in line with the Commissioner's recommendations was the reduction of the number of standing committees of the board of education from 15 to five, namely, finance and budget, buildings and sites, law, instructional affairs and auxiliary agencies and retirement.

The second step was the appointment of a special committee to modify the school curriculum to meet the individual needs of "a very heterogeneous population."

The third was the reorganization of the staff of associate superintendents on a functional rather than geographical basis to give each a major citywide assignment or group of closely related functions.

The latest step is the complete reorganization of the staff of district superintendents, with a transfer of superintendents from one district to another, and the assignment of four to assist the associate superintendent in charge of elementary schools.

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Schools May Obtain Maps for High School Tercentenary

Excellent material for extending student knowledge of high school history and tradition is available to every classroom, free of charge, in a beautiful pictorial map, illustrated in color by Ernest Watson, art editor of Scholastic, from data supplied by R. D. Matthews of the School of Education, University of Pennsylvania.

The map was created especially for the high school tercentenary through the efforts of the celebration committee of the Department of Secondary School Principals. Its size is 19 x 25, printed on strong paper; it is suitable for framing. It has been possible to publish enough copies of the map so that a copy may be sent free to every high school principal. Copies will also be given to high school classrooms in which pupils execute a food poster according to an outline announced by Scholastic, 155 East 44th street, New York City.

Cortland Normal School Plans Physical Education Program

The ninth annual demonstration of the physical education department of the Cortland State Normal School will be held Wednesday and Friday evenings, April 3d and 5th, at the school gymnasium, beginning promptly at 8 o'clock. The theme of the demonstration will be "Physical Education Activities of the Secondary Syllabuses." The senior members of the department will attempt to present a program including some of the activities of the recently published secondary syllabuses. The program includes: marching of the formal and recreational types, free exercises, heavy apparatus for boys, self-testing stunts for boys and girls, rhythms and dances, recreational activities and a finale in pageant form.

There will be held in conjunction with the demonstration on April 5th a symposium, the theme of which will be "The Contributions of Health and Physical Education to the Liberal-Cultural Objectives of Education." In the morning session addresses will be delivered by Dr Frank Lloyd, of New York University, and Dr Clifford Brownell, of Teachers College, Columbia University. In the afternoon a panel discussion with Dr F. R. Rogers of Boston, as chairman, will present the contributions of specific activities in the physical education program to the liberal-cultural objectives of education. Many outstanding leaders in the East have been invited to participate in this discussion.

Saturday morning, April 6th, Dr A. J. Stoddard, superintendent of schools, Providence, R. I., will speak at the annual homecoming breakfast.

All superintendents, principals, physical education teachers and others interested are invited to attend the demonstration and symposium meetings. Reservations for the Saturday breakfast must be made in advance.

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The Ogdensburg board of education has named School 1 in that city the Sherman School in honor of Dr Socrates Morton Sherman, first superintendent of schools there and known as the "father of the public school system of Ogdensburg."

Regent Susan Brandeis

Regent C. C. Mollenhauer

Two Members of Board of Regents Appointed

The Legislature in joint session on February 13th elected two new members of the Board of Regents of The University of the State of New York. They are Susan Brandeis, of New York City, and C. C. Mollenhauer, of Brooklyn. Miss Brandeis fills the vacancy caused by the death of Mrs Herbert Lee Pratt and will serve for a term expiring in 1937. Mr Mollenhauer was elected for a 12-year term beginning April 1, 1935, when the term of Regent William Bondy, of New York City, will expire.

Regent Brandeis was born in Boston, Mass., in 1893. She was graduated from Bryn Mawr College in 1915 with the degree of bachelor of arts and from the Law School of the University of Chicago in 1919 with the degree of doctor of jurisprudence. She has been a member of the Bar of New York City since 1921 and is a member of the law firm of Gilbert, Diamond and Brandeis with offices at 745 Fifth avenue, New York City.

She was for several years a special assistant to the United States Attorney for the Southern District of New York engaged in the prosecution of violations of the antitrust laws. In 1933 she served as a member of the Advisory Board on Mortgages appointed by Governor Herbert H. Lehman. She is a member of the board of directors of the Women's City Club of New York City and a member of the National Board of Hadassah.

Regent Brandeis is married to Jacob H. Gilbert and has three children, two sons and one daughter.

Regent Mollenhauer was born in Brooklyn on June 14, 1871. He was educated in the Brooklyn public schools and has lived in Brooklyn all his life. At an early age he secured employment with a real estate firm, of which he subsequently became a member. He continued in that business until 1925, when he was elected president of the Dime Savings Bank of Williamsburgh, which office he still holds. He served as a member of the board of education of the city of New York from 1927 to 1934 and was chairman of the Teachers Retirement Board

for five years prior to 1934. Regent Mollenhauer is a past grant master of the Masons of the State of New York, vice president of Samaritan Hospital of Brooklyn and a director of the Montauk Club of Brooklyn.

Regent Bondy, who has been a member of the Board since 1920, has given devoted service to education in this State during his term. Since the beginning of his term of office he has served as chairman of the committee on licenses of the Board. Since 1923 he has been judge of the United States District Court of the Southern District of New York.

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Principals Association Reprints Bulletin on Unit Teaching

The New York State Elementary Principals Association has made arrangements to reprint State Education Department Bulletin 1043, Trends in Unit Teaching, one of the series of reports on Cardinal Objectives in Elementary Education. This is being done so that members of the association may have personal copies and so that the bulletin may be available in quantity for school systems wishing to put it into the hands of their teachers.

This bulletin, adequately illustrated, both with photographs and practical methods as reported by teachers in New York State, treats of increased opportunity for social experience; the emphasis upon economic and social understandings; the place of drill in the activity program; the organization of content around problems; the development of research attitudes and technics; the development of individual aptitudes and interests; the growth of an analytical and critical attitude among teachers.

All correspondence and orders should be addressed to Rollin W. Thompson, principal, Roscoe Conkling School, Utica, N. Y. Prices are as follows: one to ten copies, 40 cents each; 11 to 25 copies, 35 cents each; more than 25 copies, 30 cents each, prepaid.

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Lawrence A. Wilkins, acting director of foreign languages in the New York City schools, has been appointed director. In this position he is in charge of teaching foreign languages in the senior and junior high schools.

Vocational Association Honors Assistant Commissioner Wilson

A medal "for outstanding service in vocational education" was awarded to Dr Lewis A. Wilson, Assistant Commissioner for Vocational and Extension Education, by the New York State Vocational Association at its annual meeting, held in Syracuse, December 27 and 28, 1934. Dr G. Carl Alverson, superintendent of schools of Syracuse, made the presentation address, in which he traced the rapid progress vocational education has made in New York State under the direction of Doctor Wilson. In his reply of acceptance, Doctor Wilson acknowledged the debt of gratitude he owes to the many teachers, supervisors and directors of vocational education in the State, who have so ably supported him throughout this period.

The testimonial of gratitude of the association is to take the form of a medallion, inscribed as follows:

NEW YORK STATE VOCATIONAL ASSOCIATION

AWARD

FOR OUTSTANDING SERVICE IN VOCATIONAL EDUCATION

TO

DR LEWIS A. WILSON

1934

The medallion has been designed by a noted sculptor, who prefers to remain unnamed. It is inscribed "Education Gives Meaning to Life," and pictures youth on top of the world, heading toward the sun. The polishing and set-up of the medallion are being done by the jewelry and metal crafts department of the Central School of Business and Arts in New York City, of which Alexander S. Massell is the principal.

The officers of the New York State Vocational Association plan to come to Albany shortly and present Doctor Wilson officially "with the material evidence of the respect in which he is held."

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James W. Crabtree has retired as secretary of the National Education Association and has been succeeded by Willard E. Givens, superintendent of schools at Oakland, Calif., since 1927. Secretary Crabtree held office for 17 years, during which the membership increased from 7300 to a maximum of more than 200,000.

Schools Will Present Spring Music Festivals

Preparations are being made for spring music festivals in various parts of the State. All of these make provision for the performance of high school musical organizations; some provide for contests also; in some, grade school organizations are to take part. Principals and teachers of music who are interested may obtain detailed information from the presiding officer of the festival which is most conveniently located. The following list is as complete as is possible at this time.

Adirondack League at Lake George or Bolton, in May; Morgan Chester, chairman, Central School, Hague

Bi-County at Ellicottville, in May; R. D. Fish, Ellicottville

Central Long Island at Lindenhurst, May 10th (?); Albro B. Harper, High School, Lindenhurst

Chenango County at Norwich, May 10th; Mrs Sarah M. Curnalia, High School, Norwich

Clinton County at Plattsburg, May 8th–10th(?); George M. Elmendorf, superintendent of schools, Plattsburg

Columbia County at Chatham in May; Robert F. Aldrich, High School, Chatham

Eastern Long Island at Southampton, May 24th; Jesse Lillywhite, High School, South Hampton

Genesee County at Houghton, May 23d–25th; Alton M. Cronk, Houghton College, Houghton

Le Roy at Le Roy, May 17th–18th; Donald J. Pease, High School, Le Roy

Lewneida at Boonville, May 17th; Edward Glasby, High School, Port Leyden

Madison County at Madison, May 25th; Francis A. Myers, 1404 Genesee street, Utica

Middletown at Middletown, May 16th–17th; Edward H. Michehl, Box 167, Middletown

Niagara Frontier at Niagara Falls, May 8th–10th; Harold A. Spencer, director of music, Niagara Falls

Northern New York at Potsdam, May 2d–4th; Helen M. Hosmer, Normal School, Potsdam

Northern Westchester at Mount Kisco, May 10th; Anne C. Phelps, High School, Mount Kisco

Rockland County at Nyack, May 10th; Mrs A. J. Maged, High School, Nyack

Skidmore at Saratoga Springs, May 10th(?); Elmer M. Hintz, Skidmore College, Saratoga Springs

Steuben County at Corning, May 3(?); Charles C. Corwin, Free Academy, Corning

Vassar at Poughkeepsie, May 25th; John Peirce, Vassar College, Poughkeepsie

Western New York at Fredonia, April 29th–May 3d; Francis H. Diers, Normal School, Fredonia

Study Made of Housing of Women at Normal Schools

Housing of Women Students at the Normal Schools and Teachers Colleges in New York State is the title of a report published by Lynn E. Brown, of the faculty of the Cortland State Normal School. It is a comprehensive study of the personal backgrounds of students at the teacher-training institutions, the conditions under which they now live, and of residence halls for women in other states.

The recommendations made as the result of the investigation are: (1) New York State should establish residence halls for women at its normal schools and teachers colleges. (2) These halls should be an integral part of the teacher-training program.

Calendar of Educational Meetings

Eastern Music Supervisors Conference, Pittsburgh, Pa., March 12th–15th

Eastern Arts Association, Pittsburgh, Pa., April 10th–13th

Eastern Commercial Teachers Association, Philadelphia, Pa., April 17th–20th

American Physical Education Association, Pittsburgh, Pa., April 24th–27th

Council of School Superintendents, Saranac Inn, September 23d–25th

Teachers' conferences: second district of Saratoga county, Burnt Hills-Ballston Lake Central School, March 8th; second district of Suffolk county, East Islip, March 18th; fourth district of Erie county, Farnham and Collins, March 22d and 29th

Classes for Gifted and Retarded Pupils Recommended

A general grade reorganization for public school pupils, provision for meeting pupil differences and pupil needs and the organization of special classes for retarded and gifted children are included in the recommendations made in the report of the Commission on Mentally Retarded and Gifted Children, submitted to the Board of Regents.

Under the authority of a concurrent resolution passed by the Senate and the Assembly in April 1931, the Board of Regents appointed the commission to study the educational needs of children of above and below average mental ability. The Commissioner of Education was designated as chairman of the commission, and the majority and minority leaders of the Senate and Assembly, and the chairman of the Senate and Assembly committees on public education were *ex officio* members. The other members of the committee were: George Alger, lawyer, New York City; Edward R. Eastman, editor of American Agriculturist, New York City; Mark Daly, secretary of the Associated Industries of New York State, Buffalo; Mrs Hilda Boyle, member of the board of education, Schenectady; Dudley Sicher, banker and manufacturer, New York City; Dr Arvie Eldred, secretary of the New York State Teachers Association, Albany; Mrs Chauncey Hamlin, Buffalo; Franklin C. Hoyt, presiding justice of children's courts, New York City; Mrs Sidney Borg, New York City; Charles Tobin, Albany. Monsignor McClancey was later appointed to succeed Mr Tobin as a member of the commission.

Through the efforts of Mr Alger, who served as acting chairman of the commission, a grant was secured through a foundation to cover the expenses of the commission, including the salary of George Hall, of the New York State Child Labor Committee, as part-time secretary.

The concurrent resolution which authorized the appointment of the commission was reenacted by the Legislature of 1932. The resolution provided that the commission

(*a*) Adopt a scale of measurement and a set of standards which shall be uniform throughout the State, to classify all children attending upon instruction in the public schools in the State who are capable of academic advancement beyond the ability of normal children, and all children whose abilities are less than normal;

(*b*) Inquire into and determine the number of such children and their classification and distribution;

(*c*) Inquire into and make report upon the administrative procedure and the methods of instruction employed in the public schools of the State dealing with such children.

A summary of the findings of the Commission follows:

1 The theoretical number of mentally retarded children is estimated as 2 per cent of the total number of public school pupils.

2 Approximately one-third to one-half of these are provided for at the present time in the public schools of the State.

3 The number of gifted children is theoretically the same as the number of mentally retarded children.

4 Not more than 0.3 per cent of gifted children are provided for in the public schools of the State.

5 The range of chronological ages found in the upper grades is over nine years.

6 The range of mental ages in the same grades is nearly as great.

7 The theory of grading is not followed in practice.

8 Even though the highest 2 per cent and the lowest 2 per cent of children are provided for in special classes, the range of the middle 96 per cent is sufficiently great to require a general grade reorganization.

Recommendations of the commission are summarized as follows:

1 Complete abandonment of the traditional grade organization in which a grade means a definite level of achievement before promotion and a procedure common to all in the class.

2 A judicious combination of many plans for meeting pupil differences and pupil needs, such as coaching teachers, activity programs and ability grouping, is recommended.

3 Each city should make a careful survey to locate the retarded and gifted children and then organize classes for them.

4 Special classes should be organized in all central rural schools.

5 In small rural schools psychological tests should be given to all the duller children so that the teacher may better understand their limitations.

6 Rural schools should be reorganized into larger administrative units so that there will be enough children to warrant the organization of special classes.

7 The organization of special classes for children of junior and senior high school age should be encouraged, as well as similar classes in the elementary school.

8 Because the present study made by the commission shows that there is a lack of clear recognition of the problems presented by gifted children, it believes a survey of the State should be made to locate gifted children and to gather information which might indicate the kinds of training which should be offered them.

9 The State Education Department should have adequate personnel to supervise classes for mentally subnormal and gifted children.

Ralph Mosher Appointed Superintendent at Tonawanda

Ralph Mosher, who has been principal of the Tonawanda High School, has been appointed superintendent of schools in that city, succeeding the late Superintendent Walter S. Fraser, who died January 27th.

Earle F. Wingate has been named principal of the Tonawanda High School.

Attendance Workers Meet in County Conferences

More than 2500 persons attended the conferences of attendance and child adjustment workers which have been held in 49 counties of the State. The conferences were arranged by local committees, each headed by a district superintendent of schools, appointed by Raymond C. Koeple, president of the State Association of Attendance and Child Adjustment Workers. Among those who attended were 830 attendance officers, 185 superintendents of schools, 368 principals, 29 teachers, 204 school board members, 6 town board members, 158 welfare commissioners and assistants, 127 nurses, 21 physicians, 19 children's court judges, 259 parents, and others interested in efforts being made for children.

Commenting on these meetings, Charles L. Mosher, Director of the Attendance and Child Accounting Division of the Department, said:

The statement of attendance is not important so far as exactness of numbers is concerned but is illustrative of the purpose of these conferences.

It would be difficult to overstate the value of the contributions made by the judges. Children in difficulties which do not yield to other attempts at solution become their charges. The wide experience which their work brings to them makes a case new in principle a rarity. They understand and have at their command the available resources which can be used for the benefit of children.

The assistance given the conferences by welfare commissioners and their helpers was highly important. This would be true at any time but with the present increase of the burden of relief and the complexity of changed and changing situations which affect children it is more than ever the fact.

Health, always a prominent factor, is also particularly to be emphasized at the present time. Physicians, medical inspectors and health officers, nurses — school, county or under other auspices — contributed much to the conferences. The fact that more than 200 school board members came to the meetings attests the definite responsibility felt by those elected to look after school interests in their several communities.

The close relation of the schools to children enables school leaders to be of real assistance in connection with all types of effort in children's behalf. On the other hand, community, home and child health conditions are often directly responsible for nonattendance. Frequently these conditions are beyond the capacity of the schools to adjust or correct. The support and assistance of the health forces, the social welfare forces, the recreational forces of the community, and, particularly, in instances, of the children's court are necessary.

A characteristic of all the meetings was open discussion, making it possible for the leaders to answer the special interests of those present. Some of the topics discussed were:

The Place of T. E. R. A. in Welfare Work; Instruction in Detail of Attendance Officer Work; The School Visitor in the Home; Home-School Relationships; Special Cases in Child Adjustment; Value of Permanent Records and the Monthly Report; Nurse Service in Relation to Attendance; The Children's Court; The Welfare Commissioner: How To Secure His Assistance in Cases of Need; Child Guidance Clinics and Problem Cases; The Socializing Values in the 4-H Club; The School Physician and School Attendance; Service The Traveler's Aid Can Render; Special Placement of Problem Children; Relation of Boards of Education to Attendance; Relation of Child Adjustment to the Physically Handicapped; Juvenile Delinquency and Its Relation to Attendance; Importance of Developing Some One Prime Interest in the School on the Part of Each Child; The Vocational Period in the Rural School; Placement of Children in Special School or Special Class; New Concepts in Education and Attendance.

The University of the State of New York
Bulletin to the Schools

Issued semimonthly during the school year by the State Education Department

CHARLES F. PROBES, *Editor*

This bulletin is sent without charge to all schools and educational institutions of the State. To others it will be mailed postpaid for 50 cents a year, 5 cents for single copies.

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FEBRUARY 15–MARCH 1, 1935

Teacher Certification

After long consideration of the needs of the schools and repeated consultations with school authorities throughout the State, the Board of Regents has unanimously adopted the principle that teachers hereafter entering service in this State should continue to do a reasonable amount of educational study while they continue in service. Regulations to accomplish this purpose were recently promulgated, effective September 1, 1935. These regulations in substance require teachers who enter the service after that date and who desire to continue in service, to present, from time to time at fixed intervals of years, evidence that they have done a certain minimum amount of outside study or its equivalent.

Representatives of various teachers' organizations have recently stated that confusion has arisen among their members as to the precise effect of the regulations due largely to the form in which they were expressed. These teachers have asked that the effective date of the regulations be postponed for one year to afford opportunity for the teaching profession to study the regulations, confer with the State Education Department, and, if necessary, to make suggestions as to these regulations.

It is most desirable that a full understanding be had of the policy which has been adopted, requiring from future teachers a modicum of systematic training-in-service, and that the nature and scope of the new regulations should be thoroughly understood. Upon the recommendation of the committee on teacher certification, the Board of Regents has adopted the following resolution:

Voted, That the "in-service" requirements prescribed in the regulations of the Commissioner of Education for the issuance of teachers' and principals' certificates approved by the Board of Regents on April 19, 1934, and December 21, 1934, effective September 1, 1935, be postponed until September 1, 1936, in order to give the members of the teaching profession ample time to consider the regulations so that the policy that has been adopted by the Regents of requiring from teachers hereafter certified a reasonable minimum of training in service may have the cordial support of those interested in improving the educational system of the state.

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Regents Take Action on Secondary School Matters

The Board of Regents of The University of the State of New York at recent meetings has taken the following actions relating to secondary school matters: The Board advanced the grade of the Penfield Union School from middle high school grade, three years, to high school grade, and advanced the Mother Cabrini High School in New York City from middle high school grade, three years, to high school grade. It admitted to the University for a provisional period of two years the Clinton Heights Union Free School, District 3, town of East Greenbush, Rensselaer county, as a school of middle high school grade, one year, and admitted St Mary's School, Champlain, as a middle high school, one year, Dominican Juniorate, Villa Maria, at Watermill, as a middle high school, three years, and Power Memorial Academy, New York City, as a four-year high school. The Board dropped from the list of accredited secondary schools Hartwick Academy, Jerusalem Corners Union School at Derby and St Patrick's School, Oneida.

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New York State leads in the number of institutions of higher education listed by the Federal Office of Education in its 1935 Educational Directory. Of the 1662 institutions included in the new college guide, 100 are in New York. There are 99 in California and Illinois, 97 in Pennsylvania, 86 in Texas, 64 in Iowa and Ohio, 62 in Massachusetts, 60 in Missouri and 52 in North Carolina.

There are 229 colleges for men in the United States, 270 colleges for women, and 1163 coeducational institutions.

Regents Approve Appointments to Local Boards of Visitors

The Board of Regents of The University of the State of New York has approved the following appointments by Commissioner of Education Frank P. Graves to local boards of visitors: William H. Anderson, Troy, as a member of the board of visitors of the New York State College for Teachers to fill the vacancy caused by the death of Dr Palmer C. Ricketts; Harold B. Johnson, Watertown, as a member of the board of visitors of the Oswego State Normal School to fill the vacancy caused by the resignation of Robert J. Buck; Herbert W. Bramley, Brockport, as a member of the board of visitors of the Brockport State Normal School to fill the vacancy caused by the death of Henry Harrison.

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Motorists Must Stop for School Buses on Highways

A law enacted by the Legislature last year in the interests of greater safety for children requires all motorists who overtake or meet a school bus which is used for the transportation of children and which has stopped to receive or discharge passengers to come to a complete stop and then proceed with caution, provided such omnibus is designated in both front and rear by a sign marked "School Bus," with letters at least four inches in height. Apparently the general public and operators of vehicles throughout the State are not acquainted with the provisions of this law. Principals, school boards, trustees, teachers, school authorities and others interested in the safety of children have a responsibility to educate the public about its requirements. It is recommended, therefore, that steps be taken in each school district to let the people know of the provisions of the law in order that it may be observed in every particular and in all parts of the State. The State Police in a recent broadcast requested motorists to observe it.

There is no doubt that people generally will approve of this statute, as well as any other laws enacted for the safety of children, and that they will cooperate willingly in its observance.

Building Plans Approved

Building plans approved by the School Buildings and Grounds Division of the Department include the following:

Pulaski, installation of stoker on heating boiler, $1086; approved January 11th

District 1, Eastchester, Westchester county, new grade school (J. Fenimore Cooper School), $75,000; approved January 11th

Harpursville, new central grade and high school, $173,000; approved January 14th

Cleveland, new industrial arts shop, $500; approved January 14th

Madalin, electric wiring and fixtures in school building, $300; approved January 14th

Wilson, new grade and high school building, $220,000; approved January 21st

Chateaugay, new fire escape, $1000; approved January 21st

Chappaqua, new gymnasium floor and waterproofing of school building, $4845.10; approved January 28th

West Leyden, agricultural room and shop, $1382.47; approved January 29th

Merrick, addition to grade school, $185,000; approved February 8th

Fly Creek, sewage disposal, new interior toilets, classroom remodeling, and new well, $3000; approved February 8th

District 1, Eastchester, Westchester county, new Maple Street grade school, $160,000; approved February 8th

Putnam Valley, new grade and junior high school, $196,360; approved February 8th

Corinth, high school; supplemental approval February 15th

Phoenix, addition to grade and high school, $26,400; approved February 15th

Potsdam, new high school, $45,000; approved February 15th

District 9, Colonie, Albany county, installation of electric lighting system, $150; approved February 18th

Yorktown Heights, addition to grade and high school, $185,000; approved February 19th

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Dr George M. Wiley, Assistant Commissioner for Secondary Education, was the principal speaker at the meeting of Allegany county schoolmen on December 13th at Wellsville. He explained the revised requirements for high school graduation.

One Thousand Future Farmers Visit Cornell University

On February 14th and 15th, in connection with the annual Farm and Home Week at Cornell University, more than 1000 future farmers studying in the high school departments of agriculture and the state schools of agriculture, took advantage of the educational opportunities provided especially for their benefit. The leadership training program stressing parliamentary procedure, elements of successful farm organizations and public speaking, was an important part of the program. Selected groups of vocational students from the departments of agriculture at Forestville, Gouverneur and Waterville presented programs over the Cornell radio station, WESG, during the noon hour broadcasts. On the afternoon of February 15th, the future farmers conducted their semiannual and midwinter meeting of the New York branch of the Future Farmers of America.

On the evening of February 14th, in connection with the annual awards for the Master Farmers and the 4-A achievements sponsored by the American Agriculturist, Mrs Franklin D. Roosevelt awarded medals to Bernard Virkler, of Lowville, and Charles Ryder, of South Dayton. On Friday evening, the university presented a special banquet program of interest to the young farmers, including selections by the University Glee Club. Dr Arthur K. Getman, Chief of the Agricultural Education Bureau of the State Education Department, presented to James Outhouse, of Canandaigua, and Charles Wood, of Little Valley, the emblem of the American Farmer degree. Jared Van Wagenen, president of the State Agricultural Society, then addressed the group on the traditions of New York agriculture. The banquet was closed by the awards for the competitive judging contests in livestock, farm produce and farm shop skills. Following is a summary of the placements by schools and ranking individual students in these contests. The schools and individuals are placed in the order in which they placed in the contest.

Potatoes

Schools: Webster, Forestville and Endicott
Individuals: Victor Mason, Sherburne; Franklin Hale; Morrisville; James A. Crolle, Forestville

Poultry

Schools: Highland, Geneva, Wolcott
Individuals: Fred Scott, Wolcott; Michael Callo, Highland; Douglas Freer, Highland

Plant Disease

Schools: Geneva, Endicott, North Rose
Individuals: Philip Patrick, Geneva; Truman Elliott, Endicott; Ralph Webster, Endicott

Farm Shop Skills

Individuals: Harvey Walle, Horseheads; Claude Runner, Hammondsport; Anthony Rybinski, Manlius

Milk Judging

Individuals: Elwin Derick, Haverling; Charles H. LeClaire, Mexico; Alfred Chapman, Pulaski

Livestock Judging

Schools: Arcade, Ellington, Westfield
Individuals: Clare N. Lyke, Arcade; Robert Rublee, Ellington; William Lull, Westfield

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Colorado School of Mines Offers Four-Year Scholarship

The Colorado School of Mines at Golden again offers an undergraduate scholarship to a New York State pupil. This scholarship will exempt the holder from payment of all laboratory and tuition fees for a period of four years. The annual value of the scholarship is approximately $250. The Colorado School of Mines offers courses leading to degrees in mining, metallurgical, geological and petroleum engineering.

Applicants for the scholarship must satisfy the entrance requirements and must have shown proficiency in their studies. The college desires to secure young men of high scholarship, personal qualifications and character. The school also desires to attract to itself young men of the true engineering type.

Appointment is to be made upon the recommendation of the State Education Department. Nominations should be made not later than May 1, 1935. Principals who have pupils in their senior class whom they wish to recommend for this scholarship should communicate with Dr George M. Wiley, Assistant Commissioner for Secondary Education.

Bronxville Schools Have Services of Assistant Teachers

A plan of assistant teaching by which a few recent college graduates are accepted as unpaid assistants for one or two years has been adopted in the Bronxville public schools. While these assistants have at no time been asked to do work which would replace salaried employes of the schools, their services have afforded some relief to the more heavily loaded members of the regular staff and have assured attention to individual pupil needs which would not otherwise have been possible.

Superintendent of Schools Willard W. Beatty explains that the plan has advantages to Bronxville and to the assistants. Among the advantages that he lists to the school system are:

Pupils whose work is found to be in error have the immediate advantage of individual remedial instruction from the assistant when corrected work is returned.

More experienced assistants are allowed to work intensively with small groups of pupils, under the guidance of the regular teacher, thereby increasing the amount of individual attention to the pupil.

Regular teachers to whom assistants are assigned are relieved of much routine correction of written work.

In case of teacher's absence, the assistant, who is familiar with the work of the class and who knows the pupils, can carry on, in place of a substitute who at best can know little about the work of individual pupils.

Young college graduates of high caliber bring enthusiasm and a fresh point of view to both teachers and pupils.

Vacancies in the teaching staff may from time to time be filled by the best qualified assistants, who will have the immense advantage of a year of familiarity with the work of the Bronxville schools.

To the assistants, he explains, the educational opportunity compares favorably with the experience an interneship in a hospital offers to a young physician and has these values:

At a time when there are more teachers than positions, the plan offers opportunity to college graduates to secure a year or more of practical experience in a good school system under the guidance of superior teachers, thus better fitting themselves to compete for positions.

Through a cooperative arrangement with Teachers College, Columbia University, a student may enjoy a full day of assistant teaching in the local schools, and through seminars both in Bronxville and New York, complete the necessary professional requirements for certification; in fact through two years of such an arrangement, with summer work under Teachers College auspices, qualify for a master's degree in education.

Through sharing in the correction of papers and other routine work, the assistant establishes a working familiarity with subject matter and a knowledge of remedial procedure, learning that effective teaching depends as much upon adequate prior preparation and conscientious follow-up as upon classroom performance.

Through daily observation of the work of two or more good teachers, the assistant has opportunity to compare technics and watch their outcomes. Through frequent conferences with the regular teachers, in which the strength and weakness displayed by the student are freely canvassed, the student gains constructive help in improving his own teaching approach.

Through actual opportunities for direct teaching, first with individuals, then with small groups and lastly with full-sized classes, the assistant can apply the results of observation to his own teaching, and through the advice and criticism of the regular teacher, improve it.

During the year 1933–34, 12 assistants, six men and six women, took advantage of this opportunity. Four of these held master's degrees. Economic circumstances dictated a modification of the plans of several, and only eight completed the original schedule. Three of these were added to the permanent staff of the Bronxville schools for the school year 1934–35.

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Radio Programs

The program for the February 26th to March 26th radio talks on rural education and rural life sponsored by the Rural Education Division of the Department and broadcast from station WGY at Schenectady on Tuesdays at 12.35 p. m. follows:

February 26th, "The Farmer Has a Duty Too," The Honorable William S. Dunn, Assemblyman of Schoharie county

March 5th, "Work of the State Museum," Dr Charles C. Adams, Director, New York State Museum

March 12th, "Feathered Visitors of Rural and Urban Communities," Dr Dayton Stoner, State Zoologist, New York State Museum

March 19th, "Old Customs of New York Indians," Noah T. Clarke, State Archeologist, New York State Museum

March 26th, "Glacial Period in New York State," Chris Hartnagel, Assistant State Geologist, New York State Museum

Current Books on Education

Compiled by Martha L. Phelps of the State Library

Cox, P. W. L. & Langfitt, R. E. High school administration and supervision. N. Y. Amer. Book Co. 1934. $3

Deals with the administrative and supervisory functions of the high school principal and his assistants. In it the authors have brought together and interpreted not only their own experience as administrators but also the successful experience of high school principals throughout the United States. Discusses in natural order the various problems which confront the high school principal in his work as an administrator and as a supervisor. The treatment is broad and comprehensive in its outlook and generous in its suggestion and assistance. It does not attempt to offer any one solution of these common problems or any one right way but it furnishes concrete examples of feasible and adequate ways of performing the various functions of administration and supervision. Readers and students are then led to evaluate these concrete examples so that they may create the right ways for themselves. Many of the chapters are followed by selected references.

Howard, F. K. & Patry, F. L. Mental health: its principles and practice. N. Y. Harper. 1935. $2.75

Well designed to help the student and the professional worker understand his own mental organization and avoid the more common unwholesome or pathological deviations from mental health. A large proportion of the book is devoted to a consideration of practical procedures for teachers and professional workers, and the facts and principles are illustrated by well-chosen and representative case studies. Stimulating and suggestive "Questions for discussion and review" and references to further reading accompany each chapter. The point of view is wholesome and constructive and its scope is such that it constitutes an outstanding treatment of the subject — one that provides an insight and working knowledge of the practical approach to mental health problems.

Hunter, G. W. Science teaching at junior and senior high school levels. N. Y. Amer. Book Co. 1934. $2.50

Traces the evolution of the subject from its beginning bringing out the different attitudes that must be taken toward science as taught in the college and as taught in the high school. The newest methods and concepts are here explained clearly and fully. Emphasis in the teaching is placed on the practical and social values. The chief attention, however, is focused on the problems of the classroom and laboratory and on the ways by which the teacher may meet and overcome these problems in a sane, critical, sympathetic and realistic fashion without succumbing to current fads or hasty generalizations. Employs the best available data that research has been able to accumulate in the field.

Koon, C. M. Motion pictures in education in the United States: a report compiled for the International Congress of educational and instructional cinematography. Chicago. Univ. of Chicago Press. 1934. $1

Presents not only a careful statistical survey of the whole field of educational films as it exists today, but also various factors that have brought about the present development and suggests vividly the possibilities that lie ahead of the visual movement. The final chapter on "General conclusions" while recognizing frankly that the theatrical motion pictures are "primarily an agency for amusement," stresses the fact that these theatrical productions already exert an influence generally educational for good or bad, which makes all the more obvious the immense possibilities of the film once it is adopted expressly for educational purposes. As an essential step to this end, the establishment of a National Film Institute is urged (1) to assemble, edit, classify, publicize and catalog nontheatrical film material, and (2) to produce and stimulate the production and effective utilization of educational films. Nearly a fourth of the volume is devoted to an elaborate Bibliography of books, articles and classified lists of many kinds.

Morrison, Henry C. Basic principles in education. Boston. Houghton. 1934. $2.50

"I have greatly enjoyed reading Professor Morrison's new book entitled *Basic principles in education*. For logical organization and clear and keen thinking, the volume is exceptional in the field of educational literature. In presenting the fundamental biological and psychological evidence that he regards as basic for the formulation of a sound theory for education, he has rendered an important service and his supplemental volume in which he proposes to apply to the organization of the curriculum the theory he has developed will be awaited with the expectation that it will prove to be equally fundamental and equally provocative of thought. . . The constant challenge to one's thinking makes it a notable publication and the author's conception of the educative process as personal adjustment to the myriad outcomes of the long social evolution of the race seems as simple in theory as it is difficult to bring about in practice." *Ellwood P. Cubberley, Dean Emeritus, School of Education, Leland Stanford Junior University.*

Woodring, M. N., Jewett, I. A. & Benson, R. T. Enriched teaching of English; rev. ed. Bureau of Publications, Teachers College, Columbia University, New York City. 1934. $2.75

A handbook which lists and annotates free and low-cost materials that will enrich the course of study in English. Although planned on the same pattern as the first edition (1927) it includes many new sections and features; at least 90 per cent of the volume is new material. The aims of this handbook are: (1) to provide for the varying interests and abilities of high school pupils, (2) to surround them with "browsing materials," (3) to equip the classroom as an English laboratory, and (4) to offer practical suggestions for extraclass activities. Should meet the increasing demand for an extensive and practical guide to sources of supplementary and enrichment materials for use in all phases of English teaching.

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